

**I See/It Means:** This is a strategy that's useful in analyzing pictures or other visuals without prompts. This strategy works well when students observe, analyze and make notes. It works in much the same way as other two-column notes, with one column (**I See**) designated for recording details and a second column (**It Means**) designated for personal, analytical and evaluative interpretations of the details that have been recorded.

The strategy is most effective when used as a **pre-reading strategy** to build students' background knowledge, or as a **post-reading strategy** that allows students to apply and extend new knowledge they've acquired.

<b>I See</b>	<b>It Means*</b>
<ul style="list-style-type: none"> <li>• <b>Record</b> as many <i>details</i> as possible that provide clues to the illustration, cartoon, photo or artifact</li> <li>• The details must be <i>observable</i> and can include text</li> </ul>	<p><b>For each detail</b></p> <ul style="list-style-type: none"> <li>• Describe the action taking place</li> <li>• Generate <i>inferences or predictions</i></li> </ul> <p><b>Consider the following:</b></p> <ul style="list-style-type: none"> <li>• What roles does this detail play?</li> <li>• Why is it important?</li> <li>• What is its purpose?</li> <li>• What does this detail mean or represent?</li> <li>• What is it a symbol of?</li> <li>• Explain how the words in the cartoon clarify the symbols</li> </ul>
<p><b>Summary/Analysis</b></p> <p>Write a brief response to the questions: What do all the details add up to? What is the meaning of this illustration, photo, or cartoon? Explain the message of the cartoon.</p> <ul style="list-style-type: none"> <li>• Background knowledge can be brought in here</li> <li>• Use key terms/key people whenever possible</li> </ul> <p><b>Analysis</b></p> <ul style="list-style-type: none"> <li>• What is the POV of the artist, cartoonist, etc.</li> <li>• What special interest groups would agree/disagree with the cartoon's message? Why?</li> </ul>	

\* or **"It's Important Because..."** Optional: Ask students to create a new title for the cartoon